2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mrs. Nancy M. Whitcher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Corral Drive Elementary
(As it should appear in the official records)

School Mailing Address 4503 Park Drive
(If address is P.O. Box, also include street address)

Rapid City | South Dakota | 57702-2724
City | State | Zip Code+4 (9 digits total)

Tel. (605) 394-6789 Fax (605) 394-3341

Website/URL www.rcas.org/cd E-mail nancy.whitcher@rcas.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date January 26, 2004
(Principal's Signature)

Name of Superintendent* Dr. Peter Wharton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rapid City Area Schools Tel. (605) 394-4031

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date January 26, 2004
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Margie Rosairo
(Specify: Ms., Miss, Mrs. Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date January 26, 2004
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   16 Elementary schools
   5 Middle schools
   _____ Junior high schools
   2 High schools
   1 Other (Briefly explain)
   Alternative high school program at separate site but students graduate from regular high school
   24 TOTAL

2. District Per Pupil Expenditure: $4578

   Average State Per Pupil Expenditure: $5230

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [x] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 3 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	38	33	**71**		**7**			
1	42	27	**69**		**8**			
2	40	33	**73**		**9**			
3	37	36	**73**		**10**			
4	51	30	**81**		**11**			
5	42	44	**86**		**12**			
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						453

6. Racial/ethnic composition of the students in the school:

95 % White
0 % Black or African American
1 % Hispanic or Latino
1 % Asian/Pacific Islander
3 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 6.6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	16
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	423
(5)	Subtotal in row (3) divided by total in row (4)	.066
(6)	Amount in row (5) multiplied by 100	6.6

8. Limited English Proficient students in the school: 1 %
5 Total Number of Limited English Proficient

_Total Number Limited English Proficient
Number of languages represented: 4
Specify languages: Spanish, Korean, German, Arabic

9. Students eligible for free/reduced-priced meals: 4.6 %

21 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7.5 %
34 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

1 Autism	1 Orthopedic Impairment
Deafness	4 Other Health Impaired
Deaf-Blindness	10 Specific Learning Disability
Hearing Impairment	32 Speech or Language Impairment
Mental Retardation	Traumatic Brain Injury
2 Multiple Disabilities	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	16	1
Special resource teachers/specialists	6	11
Paraprofessionals	2	
Support staff	6	1
Total number	31	13

12. Average school student-"classroom teacher" ratio: 26

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	99%	98%	97%	96%	97%
Daily teacher attendance	96%	96%	97%	96%	96%
Teacher turnover rate	3%	6%	10%	13%	15%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Corral Drive Elementary School is located in Rapid City in the beautiful Black Hills of western South Dakota. Our 'edge of town' setting often finds deer and wild turkey sharing our playground.

Corral Drive finds 446 K-5 grade students engaged in challenging and developmentally appropriate learning activities with a staff of dedicated and committed professional educators. Our attendance area includes students who both walk and ride a bus to school.

Striving for Excellence, the philosophy of the faculty and staff at Corral Drive Elementary, is based on the belief that all children can learn and have a right to the best possible education. The teaching staff is prepared to assist in the learning process of each child through authentic and ongoing assessments and research-based instructional strategies designed to ensure proficiency and/or advanced achievement of state standards. We also believe that while education for young people certainly consists of teaching the basic subject areas, a school experience must also include the ideals of friendship, self-respect, and respect for others. Our Mission Statement *to provide a nurturing environment, facilitating the development of students to become life long learners who are happy, capable, responsible and productive citizens in their community* is reflected in the many opportunities to explore talents and interests, make new friends, improve skills and knowledge, experience community service projects, and develop an awareness of self and others. We involve parents in that learning process through an active and effective Volunteers In Education program. The belief that *It Takes the Whole Village to Educate the Whole Child* is supported by the 171 parents that have signed up to assist the school in some manner this year.

Those who visit our school see children working with teachers, parent volunteers, or in small groups on inquiry-based math activities and/or appropriate leveled language arts projects. Writing is a building focus and students' writing projects fill classroom and hallway walls. A Gateway Computer lab with internet access is used by students for research, computer skills, and classroom projects. Through participation in academic competitions, students have opportunities to challenge themselves and also learn from others. Monthly Character Counts Assemblies feature a community speaker emphasizing the character "Pillar" of the month and students' character efforts during the past month are acknowledged. After school activities provide additional opportunities for challenging experiences. These include Science Club, Chess Club, Writers Club, and foreign language groups. The teamwork among students, teachers, and the community is evident everywhere.

Our students work hard and their efforts are reflected in our continuously high achievement levels. Families tell us that they have moved into the Corral Drive area because of its reputation for excellent programs, dedicated teachers, and a high level of parent involvement. We are proud of our students' accomplishments, but are continually assessing and evaluating our work to improve our educational program so all students will be at a proficient or advanced range and will also develop the work ethic and character to be the future of Rapid City.

Part IV -- INDICATORS OF ACADEMIC SUCCESS

1. The analysis of assessment data on this and the following pages is based on Corral Drive students' performance on the Stanford Achievement Test which is comprised of two parts: a nationally normed (NRT) achievement test **SAT10 AB** (Stanford Achievement Test) and a criterion referenced test the **Dakota STEP** (Standardized Test of Educational Progress). The **Dakota STEP** is part of the new assessment system that South Dakota has established in order to meet No Child Left Behind Act requirements. **Dakota STEP** assesses and reports scores on each school by analyzing the following subgroups--socioeconomic level, ethnicity, special education students, ESL students—and reporting levels of mastery as Below Basic, Basic, Proficient, and Advanced as set by the State Department of Education. Please note that there are no subgroups with sufficient numbers to report for statistical reliability at Corral Drive.

South Dakota Standards Test Dakota STEP – (one year of data): In the spring of the 2002-2003 school year, 75,000 SD students took the new Dakota STEP and were then ranked to see how they compared to the state average. From there the Average Yearly Progress (AYP) goal was set for each school. Last year, 220 Corral Drive 3-5th grade students took the test with a building average of 84% proficient or above in reading and 83% proficient or above in the area of math. The state goal for proficiency levels for reading was 65% and for math 45%.

Highlights Include:

- 85% of 3rd grade students were proficient or above in reading
- 85% of 3rd grade students were proficient or above in math
- 92% of 4th graders were proficient or above in reading
- 98 % of 4th graders were proficient or above in math
- 83% of 5th graders were proficient or above in reading
- 84% of 5th graders were proficient or above in math

Norm Referenced SAT10 AB (one year of data): The SAT 10 AB is a test based on a national consensus curriculum and is not used to determine state accountability. Rather, the assessment is a snapshot of how South Dakota students are doing in language arts, math, reading, science, and social science. Because last year was the first year the SAT10 AB was administered, the data establishes a new baseline for future comparisons. All grade levels tested at Corral Drive scored well above the state average of 50% in both reading and math.

Highlights Include:

- 3rd grade students averaged 72% in reading
- 3rd grade students averaged 71% in math,
- 4th grade students averaged 82% in reading
- 4th grade students averaged 84% in math
- 5th grade students averaged 77% in reading
- 5th grade students averaged 69% in math

Norm Referenced SAT9 (three years of data):

Analysis of the past 3 years data on the SAT 9 shows a continuous level of high achievement at the grade level tested. Corral Drive 4th grade scores in reading were at the 81%, 84%, and 76% and for math 83%, 79%, and 74% while state averages were at the 70%, 75%, and 64% in reading and 73%, 66%, and 63% in math.

2. Through analyzing student and state assessment data, we are able to strategically teach to the academic needs of our students. When state data becomes available, the Building Leadership Team reviews it and reports observations to staff during in-service opportunities. Building Improvement Goals are developed addressing specific standards deficiency areas. Grade levels and individual teachers also review the state data, compare that to ongoing/authentic school assessments to develop instructional strategies supporting our goal of proficiency for all.

After identifying deficient areas on specific standards, Corral Drive put into place strategies and programs to ensure all students reach proficient levels. The staff is continually investigating and implementing promising research-based strategies to provide additional academic support for students. Our successes come one student at a time. This is achieved through ongoing assessments, which provide the teacher with specific information needed to individualize and differentiate instruction to scaffold learning to the developmental needs of our students. A Standards Checklist has been developed that teachers use to chart their work with each standard for the four 9-week periods. An Individual Learning Plan is developed by the teacher and the parent to identify specific modifications that will enhance learning for each child that is not at a proficient level. Small flexible groups focused on specific skill development and mastery of standards, the added resources of Literacy Teachers and a Math Teacher Leader, and rubrics that address 'what quality work' looks like all combine to provide optimal conditions for student achievement.

3. Student performance is communicated to parents and students on a regular basis. The SAT10 AB, Dakota STEP and State Writing assessment results, including an interpretation of the results, are mailed to parents annually. Local newspapers report school and district assessment information, results are posted on the district website, and discussed at locally broadcast school board meetings. The Principal shares assessment results at Welcome Assemblies with students, Back to School Night with parents, during PTA meetings, and through the monthly school newsletter.

Classroom teachers conference with every parent at least once a year. Progress reports are sent home with 3-5 grade students at mid-quarter and with K-5 grade students at each quarter which indicate progress made in academic content areas. Standardized and ongoing/ authentic school assessments and student work is used to demonstrate student progress. Rubrics for completed work help students and parents understand expectations and the assessment of specific assignments. In grades 4-5, each student has an assignment notebook used to record homework, project due dates, and classroom progress. Parents are able to write back to the teacher with questions or concerns.

Parents, whose children are not proficient as identified by assessments, are met with individually to develop an Individual Learning Plan. This plan addresses modifications and strategies to support the student's learning. If progress is still not noted, a STAT (Student/Teacher Assistance Team) is scheduled where a representative group of staff and parents meet to further discuss progress and an intervention plan.

4. The Rapid City schools work together to share successes and learning on a regular basis with an emphasis on examining student work and data-driven decision making. A district-wide staff development focus provides Corral Drive staff with opportunities to share their areas of expertise and to learn from others. Successes with research-based practices are reported back to the district-wide Building Leadership Team collaborative groups during scheduled opportunities.

Literacy Leaders from each building meet once a week to learn about the best practices for teaching reading and writing. Two professional books are studied each year and strategies are then brought back, presented to the Corral Drive staff and modeled in the classrooms by the three literacy leaders. These practices have had a positive impact on our student' literacy achievement at Corral Drive

Several Corral Drive teachers were asked to model literature circles as demonstration classrooms for the Rapid City District. Administrators and teachers from schools within Rapid City and surrounding states have visited to observe and learn. Last year, Corral Drive hosted a South Dakota literacy initiative (AREA) class on our site. Teachers and administrators from all around western South Dakota participated in this concentrated literacy training program

Active participation on district wide Mathematics, Language Arts, Social Studies, and Science Curriculum Adoption Committees give the Corral Drive staff a chance to share their successes with other schools and the community regarding programs and their direct effect on our student achievement. Our user friendly website, which features classroom connections and information about school activities, can be visited at www.rcas.org/cd and is another resource that we use to share our successes.

PART V – CURRICULUM AND INSTRUCTION

Curriculum at Corral Drive is guided by state and national content standards and is research-based. Our staff uses a quarterly checklist to track alignment to content standards. We implemented a balanced literacy program in 2001 that is detailed in question two below.

In addition to our strong language arts program, Corral Drive has adopted an inquiry-based math curriculum as outlined in the South Dakota Math Content Standards. Because of our increasingly complex technological world we are continually studying how to teach math most effectively. Along with the state, we agree that math must be meaningful to all students and taught through a variety of challenging and attainable tasks. We emphasize deeper understanding through problem-solving, the use of manipulatives, representations, and real-life applications in all grades, K-5. This "thinking and doing" foundation provides mathematical understanding numerically, geometrically, and algebraically. Through our Math Teacher Leader and classroom instructors, we provide opportunities for students to engage in mathematical dialogue and discussion, both with peers and adults. We also require the use of technological tools (e.g., calculators, computers, mathematical and scientific software programs). Parents help with content review and practice when necessary and have also sponsored family math nights. We feel these philosophies and methods are rigorous enough to assist all students in achieving the mathematical literacy needed to be globally competitive.

Corral Drive has a state-of–the-art computer lab and a part-time computer instructor. Individual instructors at Corral help their students produce multi-media presentations, hone skills in content areas, take assessments, plan and develop various projects, learn keyboarding, and engage in other relevant and interesting activities and problem solving. In addition to their general academic and specific grade level technical knowledge and skills, students gain an understanding of possible future career opportunities

Science instruction at Corral Drive seeks to provide a scientific learning environment that engages children and enables them to take responsibility for their own learning. Beginning in kindergarten science topics are integrated into literacy to provide prior knowledge. We also use Harcourt materials. The goal of teachers is to build on this foundation and to assist children in developing a “scientific mind” by questioning, making hypothesis and using information to analyze, predict and create. Tapping students’ natural curiosity about the world and their place in it plus giving it a scientific foundation is a high priority. By getting students actively involved in the process of inquiry, teachers help them develop a problem-solving framework that, we hope, will be applied to all areas of intellectual investigation.

Corral Drive also integrates social studies into literacy beginning in kindergarten and continuing through the grades. McGraw Hill and Houghton Mifflin texts are also curriculum resources. Our goal is to scaffold the knowledge and skills pertaining to history, geography, civics, and economics so that students have a framework to place the people, ideas, and events that have shaped South Dakota and our nation in perspective. This enables students to understand the basic values and principles that influence our culture and government. Informed and responsible citizens who are able to debate, discuss, and write about issues and concerns that affect living in a democracy are integral to a well-functioning democracy.

2. Reading Corral Drive uses a research-based learning approach including a balanced literacy framework. Guided reading was implemented at Corral Drive in the spring of 2001 and since then, through grant writing, PTA support, and teacher sharing we have accumulated 1400 book sets in our leveled library. Finding children's "just right" reading level (zone of proximal development) and scaffolding their learning from a "strength perspective" has enabled teachers to have a high percentage of students reading in the proficient range. Teachers have participated in a broad spectrum of training opportunities and have implemented the use of a modified Observation Survey, shared reading, guided reading, and literature circles. Reading Recovery is available for first grade students needing the most support. Four Literacy Teachers work with all grade levels and supply literacy, writing, and assessment support. These teachers attend a weekly class studying recent research in reading, writing and spelling, including: The Art of Teaching Reading, Strategies That Work, and Supporting Struggling Readers. The information learned is shared with staff through e-mails, once-a-month literacy updates, and workshops, (i.e. one was on reading comprehension strategies: making connections, questioning, visualizing, inferring, determining importance, and synthesizing). Assessment profile sheets are kept on each student which track children's progress in fluency (timed reading probes), text reading level, including comprehension, STAR (which gives an approximate independent reading zone) and writing. We also do a dictation assessment which checks phoneme awareness and conventional spelling in grades K-3. Text reading levels are ascertained by using running records both through commercial and locally developed benchmarking kits. Children whose progress is a concern are placed on an ILP (individual learning plan). This is similar to an IEP and is shared with parents. Parents also lead groups of students in a Junior Great Book's class once a week and "Reading Dads" visit our classrooms. We also use the Accelerated Reader program in which students set reading goals for themselves each quarter. Corral Drive chose this integrated approach to reading instruction because of its research-based accountability and the success we have witnessed in our district's improved reading scores.

3. Writing and spelling Writing at Corral Drive is a focus area. Presently six teachers are pursuing their masters' degrees in writing instruction. We are using the Six-Traits method to instruct quality writing, and have implemented the Writer's Workshop approach with accompanying mini-lessons. Monthly, we meet in collaborative, cross-grade-level groups to study, plan and implement writing lessons from Barry Lane's book After the End. After making a writing plan together and instructing our students, we return "to the table" to be "critical friends" and together, evaluate student work. Literacy teachers help with mini-lessons and conferencing. The lower grades also do interactive writing. Students participate in writing contests each year, and we have had numerous students win state-level awards and be selected for publication in anthologies of children's writing.

After researching methods of spelling instruction for a year, literacy teachers brought back recommendations to use Month-by-Month Phonics and Word Journeys, to provide a systematic spelling curriculum. Since the brain is a pattern detector, teachers wanted to provide support to instruct students on the pattern principles of spelling. Using word sorts that emphasize visual and auditory patterning, students begin to see the predictability of spelling. Students are also required to memorize the "No Excuse" or high frequency spelling words. Their mastery of these basic words is tracked each year. In place of weekly spelling tests (that research has shown has no carry-over into daily use), daily accountability for correct spelling has been the expectation. Word walls are used in every classroom. Review and evaluation of students' daily written work has shown tremendous improvement in spelling.

4. To provide individual children with quality instruction, Corral Drive uses a wide range of strategies. From small flexible groups at a child's instructional level in guided reading, to advanced math problem-solving groups, Corral students' individual learning styles and developmental levels are addressed. Teachers also use buddy learning, peer and across-grade-level tutors, parent volunteers, literacy and math support personnel and learning stations to individualize instruction. 'Talented and Gifted' students are identified and placed on specific learning plans to differentiate their learning. The one-on-one Reading Recovery program supports beginning readers. By using word work and extended activities in spelling, the broad range of spelling levels in each classroom are supported. Parents are called in for revising and editing in writing. Contracting and compacting for upper level children who need advanced studies is used in science, social studies, math and health. Several students attend advanced math classes at our adjoining middle school. Through the STAT process (student/teacher assistance team) we are able to identify and support those children with needs that are not being met in the regular classroom. Our competent resource teachers work with individuals and small groups to attend to those needs. They also work within classrooms as teacher teams. Fine arts is also integrated with content areas to support the artistic "right brained" children in the classroom. With all that already in place, teachers still felt the importance of differentiated instruction, so last summer five Corral Drive teachers applied for a grant and were able to attend national conferences in differentiated instruction. The information they brought back was shared with all staff members and incorporated by teachers into their weekly plans.

5. Corral Drive is so fortunate to be a part of the Rapid City Area School district. Along with a wonderful support system in literacy, our district has implemented a "Building Leadership Team" concept. Our principal and five Corral Drive teachers attend a quarterly BLT training that teaches "data-driven decision making". Teachers are taught how to analyze assessment data as it pertains to individual schools. This information is taken to the home school, and in a late start morning, the entire staff identifies needs and sets building, classroom, and personal goals and strategies. In subsequent staff collaboration, these plans are revisited to see how well the interventions worked. This systematic and structured approach to staff development is both timely and relevant. We have found in this process through our daily authentic assessments, that teachers have already identified the neediest kids and support systems are already in place. It has been tremendously encouraging to get this type of positive feedback for what we are doing. Through this process Corral Drive teachers have also developed our "personal learning principles". As a staff we have studied brain research and came up with eight learning principles that guide our instruction. Corral Drive teachers also continually seek out conferences, workshops and classes in all content areas. Presently, seven teachers are pursuing their masters degrees. Teachers take advantage of the many classes available through the district. This information is shared with other staff members, so we can adequately match the learning needs of our students. Professional books are purchased on a regular basis to include in our professional library.

Part VII – ASSESSMENT

Definition for basic, proficient, and advanced --

Basic - Denotes partial mastery of the knowledge and skills that are fundamental for satisfactory work. At the high school level, this is higher than minimum competency skills.

Proficient - Represents solid academic performance, indicating that students are prepared for the next grade. At the high school level, this indicates preparedness for democratic citizenship, responsible adulthood, and productive work.

Advanced – Signifies superior performance beyond grade-level mastery. At the high school level, this shows readiness for rigorous college courses, advanced technical training, or employment requiring advanced

Only the most cognitively disabled special education students are exempted from testing. Students who fall in that category are given the Statewide Team-led Alternative Assessment and Reporting System (S.T.A.A.R.S.) Every attempt is made to test every student enrolled; however there are a few absent students, students who moved right before test date, and students who are enrolled less that 10% but are still on our membership rolls. After reviewing test records, students who did not take the test fell in one of those categories.

STATE CRITERION-REFERENCED TEST

Test Dakota Step
Edition/Pub Year 1st Edition/2003
Publisher Harcourt, Inc.

Data Display Table for Grade 3 Math – Corral Drive Elementary

	2002-2003				
Testing month	March				
SCHOOL SCORES					
% At or Above Basic	100				
% At or Above Proficient	84				
% At Advanced	35				
Number of students in grade	74				
Number of students tested	72				
Percent of total students tested	97				
Number of students excluded	2				
Percent of students excluded	3				
**** SUBGROUP SCORES**					
1. _____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	98				
% At or Above Proficient	65				
% At Advanced	13				

**** Insufficient numbers to report for statistical reliability**

STATE CRITERION-REFERENCED TESTS

Test Dakota Step
Edition/Pub Year 1st Edition/2003
Publisher Harcourt, Inc.

Data Display Table for Grade 3 Reading – Corral Drive Elementary

	2002-2003				
Testing month	March				
SCHOOL SCORES					
% At or Above Basic	100				
% At or Above Proficient	85				
% At Advanced	38				
Number of students in grade	74				
Number of students tested	72				
Percent of total students tested	97				
Number of students excluded	2				
Percent of students excluded	3				
** SUBGROUP SCORES					
1. _____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	99				
% At or Above Proficient	73				
% At Advanced	20				

**** Insufficient number to report for statistical reliability**

STATE CRITERION-REFERENCED TESTS

Test Dakota Step
Edition/Pub Year 1st Edition/2003
Publisher Harcourt, Inc.

Data Display Table for Grade 4 Reading – Corral Drive Elementary

	2002-2003				
Testing month	March				
SCHOOL SCORES					
% At or Above Basic	100				
% At or Above Proficient	98				
% At Advanced	81				
Number of students in grade	77				
Number of students tested	75				
Percent of total students tested	97				
Number of students excluded	2				
Percent of students excluded	3				
** SUBGROUP SCORES					
1. _____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	99				
% At or Above Proficient	85				
% At Advanced	46				

**** Insufficient number to report for statistical reliability**

STATE CRITERION-REFERENCED TESTS

Test Dakota Step
Edition/Pub Year 1st Edition/2003
Publisher Harcourt, Inc.

Data Display Table for Grade 4 Math – Corral Drive Elementary

	2002-2003				
Testing month	March				
SCHOOL SCORES					
% At or Above Basic	100				
% At or Above Proficient	92				
% At Advanced	40				
Number of students in grade	77				
Number of students tested	75				
Percent of total students tested	97				
Number of students excluded	2				
Percent of students excluded	3				
** SUBGROUP SCORES					
1. _____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	100				
% At or Above Proficient	73				
% At Advanced	20				

**** Insufficient number to report for statistical reliability**

STATE CRITERION-REFERENCED TESTS

(Reading Comprehension was the area used to determine achievement levels)

Test Stanford Achievement Test
Edition/Pub Year 9th Edition/1995
Publisher Harcourt, Inc.

Data Display Table for Grade 4 Reading Comprehension– Corral Drive Elementary

	2001-2002	2000-2001	1999-2000		
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	95	96	96		
% At or Above Proficient	80	86	72		
% At Advanced	37	37	30		
Number of students in grade	67	82	72		
Number of students tested	63	78	70		
Percent of total students tested	94	95	97		
Number of students excluded	4	4	2		
Percent of students excluded	6	5	3		
** SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	89	87	75		
% At or Above Proficient	62	54	42		
% At Advanced	18	14	10		

****South Dakota did not report subgroup achievement scores by individual schools until the 2002-2003 assessment year.**

STATE CRITERION-REFERENCED TESTS

(Math Problem Solving was the area used to determine achievement levels)

Test Stanford Achievement Test
Edition/Pub Year 9th Edition/1995
Publisher Harcourt, Inc.

Data Display Table for Grade 4 Math Problem Solving – Corral Drive Elementary

	2001-2002	2000-2001	1999-2000		
Testing month	March	March	March		
SCHOOL SCORES					
% At or Above Basic	99	97	96		
% At or Above Proficient	83	78	74		
% At Advanced	51	30	23		
Number of students in grade	67	82	72		
Number of students tested	63	78	70		
Percent of total students tested	94	95	97		
Number of students excluded	4	4	2		
Percent of students excluded	6	5	3		
** SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
*** Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	91	80	81		
% At or Above Proficient	64	39	47		
% At Advanced	21	9	10		

****South Dakota did not report subgroup achievement scores by individual schools until the 2002-2003 assessment year.**

STATE CRITERION-REFERENCED TESTS

Test Dakota STEP
Edition/Pub Year 1st Edition/2003
Publisher Harcourt, Inc.

Data Display Table for Grade 5 Math – Corral Drive Elementary

	2002-2003				
Testing month	March				
SCHOOL SCORES					
% At or Above Basic	96				
% At or Above Proficient	74				
% At Advanced	12				
Number of students in grade	74				
Number of students tested	73				
Percent of total students tested	97				
Number of students excluded	1				
Percent of students excluded	3				
** SUBGROUP SCORES					
1. _____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	93				
% At or Above Proficient	59				
% At Advanced	9				

**** Insufficient number to report statistical reliability**

STATE CRITERION-REFERENCED TESTS

Test Dakota STEP
Edition/Pub Year 1st Edition/2003
Publisher Harcourt, Inc.

Data Display Table for Grade 5 Reading – Corral Drive Elementary

	2002-2003				
Testing month	March				
SCHOOL SCORES					
% At or Above Basic	97				
% At or Above Proficient	68				
% At Advanced	12				
Number of students in grade	74				
Number of students tested	73				
Percent of total students tested	97				
Number of students excluded	1				
Percent of students excluded	3				
** SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	90				
% At or Above Proficient	51				
% At Advanced	3				

**** Insufficient number to report statistical reliability**

NATIONAL NORM REFERENCED ASSESSMENTS

1999-2000, 2000-2001 & 2001-2002	Stanford Achievement Test
Edition/publication year	9th Edition/1996
Publisher	Harcourt, Inc.
2002-2003	Stanford Achievement Test
Edition/publication year	10th Edition/2003
Publisher	Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

Only the most cognitively disabled special education students are exempted from testing. Students who fall in that category are given the Statewide Team-led Alternative Assessment and Reporting System (S.T.A.A.R.S.) Every attempt is made to test every student enrolled; however there are a few absent students, students who moved right before test date, and students who are enrolled less that 10% but are still on our membership rolls. After reviewing test records, students who did not take the test fell in one of those categories.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X

Data Display Table for Grade 4 Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	84	83	79	74	
Number of students in grade	77	67	82	72	
Number of students tested	75	63	78	70	
Percent of total students tested	97	94	95	97	
Number of students excluded	2	4	4	2	
Percent of students excluded	3	6	5	3	
** SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					
STATE SCORES					
Total Score	66	73	66	63	

****South Dakota did not report subgroup achievement scores by individual schools until the 2002-2003 assessment year.**

NATIONAL NORM REFERENCED ASSESSMENTS

2001-2001 & 2001-2002	Stanford Achievement Test
Edition/publication year	9th Ediction/1996
Publisher	Harcourt, Inc.

2002-2003	Stanford Achievement Test
Edition/publication year	10th Edition/2003
Publisher	Harcourt, Inc.

What groups were excluded from testing? Why, and how were they assessed?

Only the most cognitively disabled special education students are exempted from testing. Students who fall in that category are given the (STARS). Every attempt is made to test every student enrolled; however, there are a few absent students, students who moved right before test date, and students who are enrolled less than 10% but still on our membership rolls. After reviewing test records, students who did not take the test fell in one of those categories.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles _X_

Data Display Table for Grade 4 Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	82	81	84	76	
Number of students in grade	77	67	82	72	
Number of students tested	75	63	78	70	
Percent of total students tested	97	94	95	97	
Number of students excluded	2	4	4	2	
Percent of students excluded	3	6	5	3	
** SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					
STATE SCORES					
Total Score	60	70	75	64	

****South Dakota did not report subgroup achievement scores by individual schools until the 2002-2003 assessment year.**